



Office of Special Education and Early Intervention Services (OSE/EIS)

**Students with Disabilities and the MEAP, MEAP with  
Assessment Accommodations, or MI-Access  
Questions and Answers**

**meap**

- Q1: Do all special education students have to take the Michigan Educational Assessment Program (MEAP) tests?
- A1: All students have the right to take the MEAP tests. Whether or not a student will take the MEAP or MEAP with assessment accommodations, if needed, or alternate assessment is the responsibility of the Individualized Education Program (IEP) Team.
- Q2: Why does the IEP Team need to address the MEAP and alternate assessment?
- A2: Both the Individuals with Disabilities Education Act (IDEA) and the reauthorized Elementary and Secondary Education Act (ESEA), or better known as No Child Left Behind (NCLB) both require that all students be assessed in the state assessment system. In October 2001, the Michigan State Board of Education approved the Michigan Educational Assessment System (MEAS)—which includes MEAP, MI-Access, and ELL-Access.
- The ***Individuals with Disabilities Education Act of 1997*** (IDEA) requires that students with disabilities be included in *all* state assessments, with assessment accommodations as necessary. It also requires states to administer an alternate assessment to all students whose Individualized Education Program Teams (IEPTs) have determined it is not appropriate for them to take the general state assessment. By developing MI-Access, Michigan has complied with both of these requirements (20 U.S.C. Chapter 33 §1412(a)(17)).
  - The recently passed ***No Child Left Behind Act of 2001*** (NCLB) also requires that *all* students—including those with disabilities and limited English language proficiencies—be assessed. In addition, it requires states to have a single accountability system that includes all students. Michigan complied with this new legislation—even before its passage—by creating the MEAS (which includes the MEAP, MI-Access, and ELL-Access). The MEAS states that each local and intermediate school district and public school academy *must* ensure the participation of *all* students in the state's assessment system (34 CFR §200.2 and §200.3)

Also, the March 12, 1999/ Rules and Regulations indicate what must be included in the IEP related to state and district-wide assessments (§300.347(5)(i) – (ii)(A), (B).

- (5)(i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (ii) If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of an assessment), a statement of—
  - (A) Why that assessment is not appropriate for the child; and
  - (B) How the child will be assessed.

Q3: What is the State Board of Education’s policy on participation in state assessment?

A3: Policy To Include All Students In The Michigan Educational Assessment System

#### Background

Through the development of alternate assessments, Michigan is preparing to have meaningful assessment options available for the inclusion of all students in its assessment system. The MI-Access Alternate Assessment Program will provide an alternate assessment for students with disabilities for whom their Individualized Education Program (IEP) indicates that neither a Michigan Educational Assessment Program (MEAP) test nor a MEAP test with accommodations is appropriate. English Language Learner (ELL) Access will provide districts with guidance on when to select an English language proficiency assessment as the primary assessment instrument for an ELL student, and when to have the student take a MEAP test or a MEAP test with accommodations.

The adoption of a policy to include all students in the state’s assessment system is consistent with the State Board of Education’s goal to increase achievement for all students. It also assures participation of all Michigan students in the Michigan Educational Assessment System and complies with federal requirements.

#### Policy

It shall be the policy of the State Board of Education that each local and intermediate school district, and public school academy, will ensure the participation of all students in the Michigan Educational Assessment System.

Adopted October 18, 2001

Q4: What if the IEP Team determines that a student will NOT take one or more of the MEAP high school tests; will that student still be eligible for the Michigan Merit Award?

A4: The IEP Team, especially the parent(s), should be informed that a student *must* take all of the qualifying MEAP assessments (English Language Arts, Writing, Science, and Mathematics) in order to have the opportunity to qualify for the Michigan Merit Award. Also, a student who does not take one or more of the MEAP tests will not be eligible for an endorsement in the subject area(s) not tested. For further information on the Michigan Merit Award call 1-888-956-3748 or visit their web site at [www.MeritAward.state.mi.us](http://www.MeritAward.state.mi.us).

- Q5: What must be done if the IEP Team determines that the student will be taking the MEAP tests, but before testing the parent(s) decides it is not appropriate for his/her child to take the MEAP tests?
- A5: The IEP Team meeting is the place where this decision is made. If the parent(s) later determines that the MEAP is not appropriate for his/her child, parents must be notified that the student will not have the opportunity to qualify for the Michigan Merit Award (middle school and high school) or qualify for endorsements in the subject areas the MEAP high school tests assess. The parent(s) also needs to know that the IEP Team *must* to reconvene to determine what alternate assessment will be used to assess the student.
- Q6: If a student with a disability takes the MEAP tests can the student's scores be excluded from the school and district summary report?
- A6: Due to federal legislation requiring ALL students to be included in the state's assessment/accountability system there is no option of excluding the scores for ANY of the MEAP test starting in the 2002/2003 school year.
- Q7: What might the IEP Team consider when determining if a student should participate in the MEAP assessments?
- A7: There are many issues the IEP Team could consider, the following are just some examples of what the IEP Team could address.
- 1) Is the student's instructional program consistent with Michigan's Model Content Standards?
  - 2) Does the student lack the cognitive ability to learn even the easiest material on the test?
  - 3) Review the *Guidelines for Participation in State Assessment for Students with Disabilities*. This document is posted on the Michigan Department of Education web site at <http://www.michigan.gov/mde>. The following are some questions the IEP Team might want to consider when making this decision.
    - Where will the student live and with what supports as an adult?
    - In what type of daily activities will the student be involved and with what supports?
    - In what type of community experience will the student be involved with and with what supports?
    - In what type of post-secondary opportunities will the student be involved with and with what supports?
    - In what type of environment will this student be employed and with what supports?
- Q8: How can I find out more about what the MEAP tests assess?
- A8: Information about the MEAP tests can be obtained by going to the MDE web site at: <http://www.michigan.gov/mde> or at the Merit Award program web site at: <http://www.meritaward.state.mi.us/>. The site has sample assessments and MEAP test items that are available to the public.

## ***ASSESSMENT ACCOMMODATIONS***

Q9: What is an assessment accommodation?

A9: The goal of an assessment accommodation is to *minimize* the impact of the student's disability on his/her performance on the assessment. It should give a student with a disability an equal opportunity, NOT give the student an unfair advantage over other students.

Q10: What students with disabilities can be considered for assessment accommodations?

A10: Assessment accommodations are for students with an IEP or a Section 504 Plan. Assessment accommodations should be discussed during the IEP Team or Section 504 Plan meeting.

Q11: What might an IEP Team consider when discussing assessment accommodations?

A11: Some questions the IEP Team may want to address related to assessment accommodations are:

- 1) What are the assessment accommodation guidelines for the specific test?
- 2) Does the student in the classroom use the assessment accommodation routinely?
- 3) Does it minimize the impact of the student's disability?
- 4) Does it give the student with a disability an advantage over other students?
- 5) Does it change what the test is designed to measure?
- 6) Does it threaten test security or the integrity of the test?

Q12: What accommodations are considered standard and non-standard for the MEAP tests?

A12: Accommodation decisions should be made on an individual, case-by-case basis. For students who are eligible for special education, the Individualized Educational Program (IEP) Team should consider accommodations that may be necessary. Students who are eligible under Section 504, the 504 Plan should address the assessment accommodations issue. Selection of an accommodation should be based on the accommodation's relative appropriateness to a disability and its impact on the student. It is very important that the IEP/Section 504 Team, well in advance of testing, make all decisions regarding test accommodations. Accommodation information in the IEP or 504 Plan must be specific to each subject MEAP tests.

The federal government has determined that state and local agencies cannot constrain an IEP Team's decision about accommodations. However, the state has the authority to make decisions regarding the use of scores received under accommodated conditions.

The following list is taken from the Merit Award Resolution (2001-02) Establishment Of Standard Assessment Accommodations For Purposes Of Michigan Merit Award.

## **STANDARD ACCOMMODATIONS**

### **Scheduling**

- Provision of additional testing time
- Allowance of frequent or extended supervised breaks
- Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional

### **Location**

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- Administration of test in a special education classroom
- Provision for individual test administration (supervised)
- Provision of special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration
- Provision of special acoustics
- Provisions for test administration in a small group
- Provision of soft, calming music to minimize distractions

### **Assistance with Test Directions**

- Reading directions to student
- Re-reading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- Provision for student restatement of directions in his/her own words
- Use of sign language or oral interpreters for directions and sample items
- Clarification of directions by asking students to restate them

### **Assistance During Assessment**

- Administration of test by special education teacher or similarly qualified person
- Reading of assessment content and questions to student **(except for the reading test)**
- Signing of assessment content and questions to student **(except for the reading test)**
- Use of page-turner
- Recording of student responses (writing or audio tape)
- Placement of teacher/proctor near student

### **Equipment and Assistive Technology**

- Use of talking calculator **(mathematics test only)**
- User of sign language to indicate student response, except for constructed response items
- Use of text-talk converter **(except for the reading test)**
- Use of visual magnification devices
- Use of auditory amplification devices
- Use of masks, overlays or markers to maintain place
- Use of tape-recorder for use of audio tape version of tests **(except for the reading test)**
- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator **(mathematics assessments only)**
- Use of rulers as provided by Michigan Educational Assessment Program

- Use of pencils adapted in size or grip
- Use of list of formulae as provided by Michigan Educational Assessment Program
- Use of noise buffers
- Use of computer or word processing equipment (spell check, thesaurus and grammar check must be disabled)
- Use of bilingual translation dictionary
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor (**except for writing assessment**)
- Use of devices or equipment to secure paper to desk

### **Test Format**

- Use of lined or grid paper for recording answers
- Provision of Braille or large print editions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer document by teacher or proctor
- Use of computer for task presentation
- Communication of test questions by audiotape (**except for the reading test**)
- Use of scribe for constructed response items (student must indicate punctuation and spell all key words)
- Permission to accomplish subtests in different order

Accommodations not on this list will be considered “non-standard,” and MEAP test scores accomplished by use of non-standard accommodations will not be considered eligible scores for Michigan Merit Award purposes. Examples of such non-standard accommodations would include the following:

### **NONSTANDARD ACCOMMODATIONS**

- Any accommodation not included as a standard accommodation that violates the Michigan Merit Award Test Administration Ethics Procedure
- Use of a calculator on any MEAP assessment other than mathematics assessments
- Use of electronic spell checkers, thesaurus or grammar check
- Use of a dictionary, thesaurus or spelling book for mathematics, science, social studies or reading assessments
- Any test administration not directly supervised by a school district professional

Accommodations not included on the Standard Accommodations list, which in the opinion of school officials, parents, teachers or other interested parties do not violate the MEAP Test Administration Ethics policy and do not interfere with the intent of the assessments, may be approved by the Michigan Merit Award executive director, pending review by the Michigan Merit Award Board.

Q13: Where can audiotapes be ordered?

A13: Audiotape requests must be made to the District MEAP Coordinator. The District MEAP coordinator must use the Additional Material Request Form provided in the MEAP Coordinator/Administration Manual to order large-print, Braille, and audiotape editions of the MEAP tests. *Audiotapes are no longer being distributed through intermediate school districts.*

Q14: Can a student with a disability be considered for extended time on the MEAP assessments?

A14: None of the winter/spring 2003 MEAP tests are timed. Although, if a student will need more time than typical, this should be noted for schedule planning purposes.

Q15: Can teachers read the reading component of the MEAP English Language Arts test to students with disabilities and if they do will the student reading score still qualify for the Merit?

A15: A reader for the reading component of the MEAP English Language Arts assessment is considered a NON-STANDARD accommodation, therefore if a reader is used the students score would NOT be considered for the Merit Award.

Q16: When a student has a scribe as an assessment accommodation for the writing components of the MEAP English Language Arts tests, how should this be done?

A16: It is recommended that:

1. The student is to include specific instructions about spelling, text structure, and punctuation on the reading and writing tests, if the student feels comfortable doing so.
2. If not, the student should dictate and the scribe should write what is dictated as one long sentence. After the student is done dictating, the scribe would then ask the student to spell words that the student might not know how to spell and then indicate where text structure and punctuation should go.

A dictionary, thesaurus, grammar and spelling books should be available (p. 39 *MEAP Coordinator and Test Administrator Manual*, Fall 2002). The student should have the opportunity to review his/her paper and indicate where changes are needed, prior to submitting the paper.

Q17: If a student taking the middle school or high school MEAP tests uses a standard assessment accommodation, will he/she still be eligible to receive the Michigan Merit Award?

A17: Yes, standard assessment accommodations do not disqualify the student from the opportunity to qualify for the Michigan Merit Award. Although, if the IEP Team decides that the student will be assessed using a non-standard assessment accommodation, the scores will not be considered for the Merit Award. In addition, the student must meet the criteria established by the Michigan Merit Award Board to receive the award.

**SECTION 504 STUDENTS**

Q18: How does a student become eligible to receive services and protection under Section 504?

A18: A student must be determined, as a result of an individualized evaluation, to have a "physical or mental impairment" that "substantially limits one or more major life activities." One of the "major life activities" is described in the Rehabilitation Act as "learning". [29 U.S.C § 706(8)(B)]

The evaluation may follow the pattern of a special education comprehensive evaluation or it may follow a standard established locally. The evaluation should include information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. Procedures should be established to ensure that information obtained from all such sources is documented and carefully considered by a group of people knowledgeable about the child.

Q19: If the student is succeeding in general education without 504 accommodations can he/she be eligible for accommodations to standardized testing?

A19: No. If a student is successful in general education without accommodations they are not considered eligible for 504.

Q20: If a student does *not* have a written accommodation plan but staff provides accommodations can those accommodations be applied to standardize testing situations?

A20: No. The student *must* have a written plan that describes the accommodations that are required for them to progress in the education environment.



Q21: What do the MI-Access alternate assessments look like?

A21: MI-Access is being implemented in two phases. In Phase 1, teachers observe students during the normal school day while they are being administered a standard set of assessment activities. The assessments in this Phase are for students (1) for whom the MEAP—Michigan's general state assessment—or the MEAP with assessment accommodations is inappropriate. (2) who have an Individualized Education Program (IEP), and (3) who function at a severe [Participation] or moderate [Supported Independence] cognitive level. Phase 1 assessments were implemented statewide for the first time winter 2002. Phase 2 is currently under development. Its assessments are designed for students, who have an IEP and MEAP, MEAP with accommodations, MI-Access Participation and MI-Access Supported Independence are not appropriate. It is expected that Phase 2 will be implemented statewide winter 2005.



Q22: Since the Phase 2 MI-Access assessments will not be implemented until the winter of 2005, what should the IEP Team indicate in the IEP as an alternate assessment?

A22: Until the Phase 2 MI-Access assessment are implemented statewide; the interim guidelines state that the IEP Team may individually determine the specified method of alternate assessment. Until further guidance is available from the Office of Special Education and Early Intervention Services (OSE/EIS), the report on the progress on the annual goals, other standardized tests, teacher developed, or district-wide assessments may be used as an alternate assessment.

Students whose IEP Team determines that the MEAP, MEAP with assessment accommodations, MI-Access Participation or MI-Access Supported Independence assessments are not appropriate MUST have a *Student Eligible for Phase 2 Assessment Scan Form* (formerly called *Determined by IEP Team Scannable Form*) completed and submitted with the other MI-Access assessment materials.

Q23: What are the MI-Access assessment instruments based upon?

A23: The MI-Access assessments are aligned with the Michigan Model Content Standards. Also, at the November 5, 1998 State Board of Education meeting, the State Board of Education approved the use of *Addressing the Unique Educational Needs of Students with Disabilities* (AUEN 3.0) to be used as a framework upon which an alternate assessment could be developed.

Q24: How can I obtain a copy of the AUEN (3.0)?

A24: During the Spring of 1999, the OSE/EIS disseminated one copy of *Educational Expectations for Achieving SUPPORTED INDEPENDENCE in Major Life Roles* and *Educational Expectations for Achieving PARTICIPATION in Major Life Roles* to Local and Intermediate Directors of Special Education, Local and Intermediate School District Superintendents, and Chief Executive Officers of Public Academies.

In addition, copies of all four of the AUEN documents were included in the 2001/2002 and 2002/2003 MI-Access training materials.

Q 25: How can I obtain *additional* copies of the AUEN (3.0) materials?

A 25: The OSE/EIS obtained a site license agreement with the developers of the AUEN. Per the site license agreement, Michigan school districts have permission to duplicate the AUEN 3.0 materials for use within Michigan schools. Copies of the AUEN are included in the 2001/2002 MI-Access training materials.

Although, additional copies of the AUEN materials may be obtained through the Center for Educational Networking (CEN). The CEN phone number is (800) 593-9146, extension 9. You may also request copies by faxing your request to CEN at (517) 541-1351.

Q26: Regarding the *Eligible for Phase 2 MI-Access Scan Form* (Formerly known as the *Determined by IEP Team (Not Participation or Supported Independence) Scannable Form*), if a student is in the sixth grade (a non-MEAP grade) but is 13 years old, does the student take the state alternate assessment? Do we go by the grade or the age?

A26: Keep in mind that the decision of which state assessment a student takes is based on their functioning level, and that the *Eligible for Phase 2 MI-Access Scan Form* needs to be filled out ONLY for students who are NOT taking MI-Access Participation, MI-Access Supported Independence, and none of the MEAP assessments.

It depends. There are three scenarios one needs to consider.

- 1) If an IEP Team determines that a student—who is 13 years old and is in the sixth grade—should take the MI-Access Participation or Supported Independence assessments, then AGE is the determining factor. Since age 13 IS a Phase 1 MI-Access assessment age, then this student would be assessed using the alternate.
- 2) If the IEP Team determines that the student should take the MEAP or the MEAP with assessment accommodations, then GRADE is the determining factor. (MEAP grades are 4, 5, 7, 8 and 11). Since grade 6 is not a MEAP grade, the student would not participate in any state assessment this year.
- 3) If, however, the IEP Team decides that MI-Access Participation, MI-Access Supported Independence, MEAP, and MEAP with assessment accommodations are all inappropriate for the student, then GRADE is the determining factor of whether or not you need to fill out the *Eligible for Phase 2 MI-Access Scan Form*. That form corresponds with MEAP grades. Therefore, in our example, since the student is in sixth grade, which is NOT a MEAP grade, the form would NOT have to be filled out.

Q27: Can a student with an IEP take, for example, the MEAP reading test at 4th grade and not the mathematics at 4th grade? If so, does the school then fill out the *Eligible for Phase 2 MI-Access Scan Form* and write 4th grade mathematics assessed by .....?

A27: As of this date, if a student takes ANY of the MEAP assessments, they DO NOT need to complete an *Eligible for Phase 2 MI-Access Scan Form*.

Q28: What students are able to use “progress on IEP goals” instead of MEAP, MEAP with assessment accommodations, MI-Access Participation, or MI-Access Supported Independence as an alternate assessment?

A28: If a student’s IEP Team has determined that the MEAP, MEAP with assessment accommodations, MI-Access Participation and MI-Access Supported Independence are not appropriate, then the IEP Team MUST determine how else the student will be assessed. It may be as minimal as “Progress on Annual Goals and Objectives” or it may include other forms of assessment. The MI-Access training materials include information on how to make these determinations. Keep in mind, however, that if a student is at the cognitive functioning level of the two current MI-Access assessments, he/she *must* use one of them as the state alternate to the MEAP.

- Q29: What do we do if we cannot get any parental input related to MI-Access? Can we collaborate with other school staff to determine which MI-Access assessment to administer?
- A29: The same procedures should be used as when a parent chooses not to participate or cannot participate in the Individualized Educational Program Team (IEPT) meeting. The teacher of record and others familiar with the child will need to do the needed planning and preparation prior to administering the MI-Access assessments.
- Q30: If a student is at a functioning level to take part in MI-Access, is he/she identified by age? If the student is in a graded program does the grade level make a difference? Example: A 4th grader taking MI-Access Supported Independence who is 11 years old.
- A30: AGE is only relevant if a student is taking part in MI-Access Participation or MI-Access Supported Independence. If not, then use GRADE as your determining factor. Since it has been determined that the student in your example (who is 11 years old by December 1) will take MI-Access, AGE is the determining factor and he/she will not be assessed until he/she is 13.
- Q31: Do we test students who enroll in January 2003?
- A31: If the student is enrolled in your district during the assessment window, he/she should be assessed.
- Q32: What will be accepted as an alternate test for students eligible for Phase 2 MI-Access? Brigance was mentioned, but does it have to be the new standardized one? What are some other acceptable tests for this level?
- A32: Until the state completes the Phase 2 MI-Access assessments in English Language Arts, Mathematics and Career and Employability Skills, it is up to the IEP Team to determine what other form of assessment should be used. The only time the IEP Team can be limited in its choice for students not taking any of the MEAP assessments or MI-Access assessments is if the District specifies in the district guidelines for participation in state-wide assessment what alternate assessment *must* be used. The district has this option until the Phase 2 MI-Access assessments are in place.
- Q33: What procedure do you use if after explaining all the procedures and reasons why a student should participate, the parent still refuses to have them participate in MI Access or MEAP? Should we have the parents write a letter to the district? If so, what are the implications to the district of parent refusals?
- A33: According to IDEA, the IEP Team determines HOW a student is assessed, not IF a student is assessed. Also, the State Board of Education's policy is that ALL students are to be assessed in the state assessment system, which includes the MEAP, MI-Access, and ELL-Access. The IEP Team should determine the appropriate assessment, not just the parent. If a parent still refuses, document the refusal for your records and complete the appropriate MI-Access scan document and bubble in "Not Assessed." The percent of students participating in state assessment in the school and district who are assessed will be negatively impacted by parent refusals.

- Q34: Should MI-Access assessments be used only for students in our district who are at center-based programs? And, is it the center's responsibility to make sure they are assessed or the responsibility of our Special Education Department?
- A34: NO! The Phase 1 MI-Access is the state's alternate assessment for ANY student with an IEP who meets the criteria for MI-Access Participation or Supported Independence. Phase 2 MI-Access is under development. Additionally, it is the responsibility of whoever is instructing that child to make sure the assessment is administered, regardless of where the instruction takes place.
- Q35: One of the 3 students we were scheduled to assess was recently re-evaluated, right before the MI-Access assessment window, and his designation was changed from TMI to EMI. Should we still assess him?
- A35: In light of his special education designation change, the MI-Access Supported Independence assessment may or may not be appropriate. This is an IEP Team determination. However, remember, that it is not the special education *category* that determines what assessment a student is administered; instead it is his/her functional level. If this student's functioning level has not changed, then the MI-Access Supported Independence assessments are probably still appropriate.
- Q36: Phase 1 MI-Access assessments are for age 9, 10, 13, 14,17, and 18-year old students, what is the cut off date to use to determine the age of the student? Is it their age on the date they are tested or their age as of December 1?
- A36: It is the age the student is *by December 1* during the school year he or she is being assessed.
- Q37: What about a student with degenerative health conditions that normally loses skills already attained?
- A37: The MI-Access assessments are designed to provide information on a student for the school year in which the assessment is administered. The assessments are not designed to show growth over time, but to measure student performance at a particular age. An entirely different assessment design would have been used if the intent of the test were to show growth over time.
- Q38: If a student is borderline Participation/Supported Independence, which assessment should we choose?
- A38: It is appropriate to give the student the benefit of doubt and assess him/her at the higher level.
- Q39: How do the MI-Access assessments impact related services providers?
- A39: If the assessment activity is normally/routinely done when the student is with a related services staff person, that staff person most likely should be the person who administers the assessment activity to the student. The **GENERAL DIRECTIONS** on page 3 of the MI-Access assessment booklets state that one should ensure that the presence of the person(s) observing the student is either a familiar part of the instructional atmosphere or does not impede or influence any interaction particular to the *activity*.

- Q40: Can para-professionals administer the MI-Access assessment or does it have to be the student's teacher?
- A40: The person responsible for administering the MI-Access assessment is the teacher of record, teacher consultant, resource room teacher or related service staff such as the physical therapist (PT) or occupational therapist (OT).
- Q41: For secondary programs that are not self-contained and where the assessment activity may be occurring outside of the traditional classroom, who should administer the MI-Access assessment?
- A41: Ideally, the person responsible for administering the MI-Access assessment would be the teacher of record or the teacher most familiar with the student and/or his/her curriculum. This could be a homeroom teacher, teacher consultant, subject teacher, resource room teacher, related service staff, etc. It may **NOT** be a para-professional, hall monitor, food service/lunchroom staff, another student, etc.
- Q42: What will be done with the MI-Access data? Will it be released to the news media like the MEAP?
- A42: IDEA requires states to report the alternate assessment data in the same frequency and manner as the regular state assessment. Therefore, Individual Student Reports, Parent Reports, District Summary Reports, and State Summary Reports will be returned to each district participating in the winter 2002 MI-Access assessments. The results will also be posted on the MDE web site:  
<http://www.michigan.gov/mde>
- MI-Access results will be reported in the same frequency and manner. A MI-Access Communication Plan Committee is currently discussing how the results will be released to the public, including the media.
- Q43: How can this be an alternate to the MEAP when they are two different assessments?
- A43: There is a difference between an *alternate* assessment and an *alternative* assessment. An *alternate* assessment is different from the standard local or state assessment, while an *alternative* assessment is the same assessment with major modifications. The Phase 1 MI-Access assessments are *alternate* assessments using the AUEN Performance Expectations as a framework for the assessment and they are aligned to the Michigan Model Content Standards contained in the *Michigan Curriculum Framework*.
- Q44: Whom should I call if I have questions about students with disabilities taking the MEAP or MI-Access, Michigan's Alternate Assessment Program?

A44: **Students with Disabilities and MEAP**

**Questions:**

Peggy Dutcher, Coordinator  
 State Assessment for Students with Disabilities  
 Michigan Department of Education  
 OSE/EIS  
 Phone: (517) 241-4416  
 Email: [dutcherp@michigan.gov](mailto:dutcherp@michigan.gov)

**MI-Access Questions:**

Peggy Dutcher, Coordinator  
 State Assessment for Students with Disabilities  
 Michigan Department of Education  
 OSE/EIS  
 Phone: (517) 241-4416  
 Email: [dutcherp@michigan.gov](mailto:dutcherp@michigan.gov)

## Special Education Monitoring

Q45: What information is required on the student's IEP related to state assessment?

A45: *The Revised Special Education Monitoring Standards 2000* document includes the documentation and verification criteria on which each standard is reviewed during special education compliance monitoring review of the IEP Team report. This document can be downloaded from the OSE/EIS web site at [www.michigan.gov/mde](http://www.michigan.gov/mde) The following is a summary of the information in the contained in the monitoring standards.

- ✓ The IEP Team Report must document the student's participation in the MEAP assessments or any part of the MEAP assessments.
- ✓ If the student is participating in one or more of the MEAP assessments, the IEP Team Report must specify the appropriate assessment accommodation(s) needed by the student, for *each* of the MEAP assessments.
- ✓ If the MEAP or MEAP with assessment accommodations is not appropriate for the student the IEP Team Report must specify HOW the student will be assessed.
  - MI-Access Participation
  - MI-Access Supported Independence
  - An assessment determined by the IEP Team because the student is not at the functioning level of the current MI-Access assessments.

Q46: What information is required on the student's IEP related to district-wide assessment?

A46: It is a state requirement for districts to assess students in grades 1 – 5 in the areas of mathematics and reading. This needs to be addressed by the IEP Team. This assessment requirement will be reviewed as part of the special education compliance monitoring review (*The Revised Michigan Monitoring Standards 2000*). Many districts also have district-wide assessments in additional grades. For every district-wide assessment there must be an alternate assessment.

- ✓ The IEP Team Report must document the student's participation in the district-wide assessment(s) or any part of the district-wide assessment(s).
- ✓ If the student is participating in the district-wide assessment(s) the IEP Team Report must specify the assessment accommodation(s) if needed, for *each* of the assessment(s).
- ✓ If the student is not participating in the general district-wide assessment(s) the IEP Report must describe HOW the student will be assessed.

- Q47: Do the monitoring standards require the IEP Team to use the results of state and district-wide assessments?
- A47: The IEP Report needs to provide evidence that the results of the student's performance on any state or district-wide assessments, including alternate assessment at the state and district level, are considered by the IEP Team when determining the student's Present Level of Educational Progress (PLEP) and in making other decisions where performance data should be used. The year following the first participation in any district or state-wide assessment(s), the most recent results of the district or state-wide assessment(s) must always be considered by the IEP Team.
- Q48: Whom do I contact if I have additional questions related to special education monitoring?
- A48: Kathy Barker, Interim Coordinator  
Special Education Compliance Monitoring Office  
Michigan Department of Education  
(517) 373-7169